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Objectives are to develop visual and auditory discrimination, motor coordination, social adjustments, language facility, familiarity with and acceptance of classroom procedure, interest in reading, independent thinking, number awareness, and appreciation of art and music.

Unit areas follow the outline of objectives and are taught as part of the daily program rather than in a specific chronological sequence. Teaching methods are adapted to individual differences in the classroom. A pleasant and interesting classroom atmosphere stimulates the desire to learn. Although all children are creative, different forms of expression and media work best with different children, and the teacher's awareness of the suitability of various materials and techniques makes the learning process more effective. Children should be given tasks suited to their capabilities, their understandings, and their interests. They should be given the opportunity for independent study.

Suggested activities for developing abilities needed for success in beginning reading include story telling, field trips, action games, dramatizations, library visits, and group discussions. A list of commercial aids which may be used as sources for ideas or activities in visual discrimination, number awareness, and music is presented. A bibliography of approximately 70 entries is included.

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TENTATIVE
READING READINESS CURRICULUM
FOR
EAST CHICAGO PUBLIC SCHOOLS

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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SUBMITTED BY COMMITTEES
OF
FIRST GRADE AND KINDERGARTEN TEACHERS
JUNE, 1962

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FOREWORD

This curriculum bulletin is offered to the primary teachers of East Chicago as a guide and a source in reading readiness. It is to be used critically with a view toward needed revisions. It is also to be used judiciously as a teaching tool - not as a delaying mechanism. Readiness to learn and learning are not really separable.

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TABLE OF CONTENTS

Page

Problems and Needs.............................. 4

Objectives...................................... 7

Underlying Principles........................... 8

Areas of Experience............................. 10

Ideas To Use--Activities

    Visual Discrimination...................... 13
    Auditory Perception........................ 15
    Motor Co-Ordination........................ 20
    Social Adjustment.......................... 24
    Language Facility.......................... 28
    The Bi-Lingual Child....................... 31
    Interest in Reading........................ 34
    Orientation to Classroom Procedures........ 34
    Mental Application......................... 35
    Number Awareness........................... 38
    Music...................................... 41
    Art.. 43

Evaluation Check List........................... 46

Commercial Aids................................. 52

Bibliography.................................... 53

PROBLEMS AND NEEDS

Differences in Mental Capacity

No two individuals are alike in ability or maturity. Pressure cannot safely be put indiscriminately on all first graders. Children need to be carefully placed in a group where they can develop best. New entries during the school year need immediate evaluation of their capacities in order to facilitate proper placement.

The Slow Learner

"The slow learner requires a degree of specialized teaching. He will need to learn by application to concrete use.... He is likely to have a short attention span, so that lessons must be simple and short. He may be lethargic or stolid in his responses to ideas, but he has the same emotional wants as any other pupil. He can show interest, respond to praise, react to ridicule, be hurt by repeated failure. Possibly unresponsiveness is something learned from repeated rebuffs by parents, playmates, classmates, and teachers. More than in any other case, education for the slow learner becomes a drawing-out from a reserved and walled-in personality the responses that brighten the human spirit. Finally, the slow learner needs the security of knowing what is expected of him......For him as an individual, life must not be pursued as if he were suffering from a deformity.....It is important to keep in mind that the condition of being a slow learner may be only a temporary one....We need always to be aware of the fact that a student may be a slow learner because this has become a way of life for him. The school program may have contributed to this. The school must give the identified slow learner an improved chance for learning."[1]

The Bright and Gifted

"Early and accurate determination of a pupil's real abilities has advantages for everyone concerned. If, from the beginning of his education, teachers challenge the child to do his best, he learns good study habits and keeps his interest in school. His teachers, alert to the fact that he is bright, watch to gauge the range of his abilities, help him explore his interests and talents, and help him and his parents to plan for his future education....The bright pupil, in all fairness, deserves as much of his teachers' time as any other pupil. He and the slow pupil both deserve the opportunity to make the most of themselves."[2]

---

[1] Hansen, Carl F. The Amidon Elementary School. pp. 78-80

[2] Cutts, Norma E. and Moseley, Nicholas. Teaching the Bright and Gifted. pp. 9, 13.

Problems of Physical Maturity

Visual defects may be causes of difficulty in beginning reading. Defects are various and numerous. Often the eyes of children in this age group are not completely developed.

Hearing deficiency is a handicap in reading because of the necessity of much oral instruction in beginning reading. Auditory perception is essential in reading readiness and its importance should not be overlooked.

Muscular coordination is accomplished in varying degrees. A considerable number of poor readers are generally clumsy. Mild brain injuries may be responsible for poor muscular coordination and for speech and reading disabilities. Usually handedness is already established and should not be changed. Hand and eye coordination are incomplete.

Illness of a chronic nature such as asthma, heart trouble malnutrition, and insufficient sleep lower general vitality. These, as well as diseases of childhood of a temporary nature, may cause long absences or frequent absence.

Differences in physical development of boys and girls mean that the six year old girl is as mature skeletally as the seven year old boy. The lack of adeptness in boys needs to be considered as natural--not something for which to be scolded.

These physical problems are involved in providing the proper physical environment of space, lighting, seating, etc. There needs to be provision for early detection of physical disabilities through physical examination and teacher observation, for determining level of physical maturity and development, and for securing or having on hand proper materials and activities. The cooperation of the parent in matters concerning the physical well-being of the child is needed--particularly in providing children with activities to help muscular development and in observing proper health habits.

Social Adjustment

For most children entrance into school represents a vast enlargement of social experience and pushing out of environmental horizons. The kindergarten or first grade is probably the largest group of children his own age he has encountered. Home, neighborhood, and church groups tend to be smaller and more heterogeneous in age range. This new group is composed of the child's own peers. Many conflicts arise within the group.

The young child's sense of security has been centered in mother or those in the home who care for him. Unless there has been some weaning away from complete dependence before the child enters school, he may find the adjustment a very difficult one. The problem for the child involves a division of this sense of security between home and school--between mother and teacher. Obviously. the teacher becomes a mother substitute during this period. If her attitude toward the child is warm and friendly, he finds the transition easier. Devotion to his first teacher is a natural step in his development if the teacher is a person really suited to work with young children.

Inadequate Experiences

We can understand only in terms of our own experiences. Children enter our schools with a wide variety of backgrounds of experience. In our community we need to provide experiences for children who come from homes that have a lack of reading materials; no travel experience outside the immediate neighborhood; no separate living, dining, and sleeping areas; no backyards to play in; inadequate interest in developing perception in observation, listening, and kinesthetic skills.

The Transient Pupil

Pupils are sometimes placed in a group according to their age--not their ability. Pupils from other parts of the country sometimes find it very difficult to adjust to our situations. The teacher's routine is disrupted when a transient pupil is far behind. Not only different languages, but the use of phrases and words with different meanings cause difficulties.

The Bi-Lingual Child

Many children who are ignorant of English are confused, timid, embarrassed, bewildered, and insecure. As a result, they are emotionally upset. When a child cannot understand his teacher, he can only guess at her intentions. If he guesses correctly it's fine, but if he guesses wrong and is scolded, he withdraws within himself. Therefore, it is imperative that the teacher be kindly and patient in her work.

Every effort must be made to provide materials which will increase the child's stock of experience--which, prior to school (for the most part,) have been very limited.

Intellectual growth is dependent upon concepts and concepts are dependent upon experience.

It is desirable to preceed from the known to the unknown--in other words--keep the schoolroom experiences close to the actual ones he already knows. These experiences must permit functional practice of the language and concepts taught in the schoolroom.

OBJECTIVES IN READING READINESS

General Statements

A readiness program should facilitate communication in the classroom and provide a community of understanding as a basis for carrying on reading instruction. The teacher provides positive guidance in a rich and flexible curriculum adapting it to the needs of the children. The teacher will need to select experiences and set up learning situations so each child will develop in these factors of readiness:

1. VISUAL DISCRIMINATION: Afford opportunities to identify objects in pictures, find likenesses and differences, relationships, identify colors, and follow from left to right.

2. AUDITORY: Train in ability to hear likenesses and differences.

3. MOTOR CO-ORDINATION: Give the child ample opportunities to develop large and small body movements and eye-hand co-ordination.

4. SOCIAL ADJUSTMENTS: Help the child develop into a pleasing personality fitting into group or independent work with a feeling of security.

5. LANGUAGE FACILITY: Provide for continuous language growth in oral expression with clear, understandable speech.

6. ORIENTATION TO CLASSROOM PROCEDURE: Train children to follow instructions, handle materials properly, and perform schoolroom tasks.

7. INTEREST IN READING: Motivate an interest in learning to read through reading to the children and by providing books and other learning experiences.

8. INDEPENDENCE IN THINKING: Lead children to contribute to discussions and plans, to solve their own problems, and to be inquisitive.

9. FINE ARTS: Provide opportunities for expression, appreciation, and response in art and music.

10. NUMBER AWARENESS: Teach children to count to at least 10 and recognize numbers. This will aid the child in working with pictures, objects, and books.

UNDERLYING PRINCIPLES

As we teach, we remember:

1. To Recognize Children's Personal Needs.

A teacher fosters development through these areas of growth--in nourishment of mind as well as of body; through activity--with its own purposes, real to the child; through struggle--to attain those purposes (often involving anguish and disappointments while overcoming obstacles): through play--with its refreshment; and through quiet--with its time for reflection and rest.

2. To Create a Happy Atmosphere.

A teacher should have a feeling of empathy for her pupils. She knows that learning should be a pleasant experience, and should be of the proper difficulty to be challenging to the pupils. She avoids boredom for the bright child and frustration for the slow individual. She should keep interest high, emphasize meaning, and encourage delight in learning.

3. To Note Individual Differences.

A teacher keeps uppermost in her mind the fact that each child is an individual and must be treated as such. She does not relegate him to any rigidly defined catergory. She considers all the evidence--his behavior, his scores on many kinds of tests, his cumulative records, as well as information from his parents, and the judgment of other teachers, to gain a composite picture of this child--his interests, his talents, and his personal traits.

4. To Treat Each Child As A Worthy Individual.

A good teacher does not write off the slow learner as being mentally deficient. She encourages his intellectual and personal assets. She varies the program so that it is geared to his developmental ability and potential.

Each child must have a self-concept of his own worth as an individual.

The wise teacher provides for the gifted and the handicapped child, as well as for the average one. She is sharply aware that every child is different, and has differing gifts and needs.

5. To Realize That All Children Are Basically Creative.

A teacher recognizes that children learn through the use of their senses--by handling, smelling, hearing, tasting, and exploring. They need to learn about themselves as human beings--what they can and cannot do.

She knows that creativity is personal and recognizes that forms of expression and the media adaptable for creating and expressing ideas will not be the same for all individuals.

6. To Provide Challenging Content.

A teacher studies the child. She gives him things to do which match the level of his talent; tasks suited to his capabilities.

She recognizes that all children do not need drill to learn, so she allows each child to discover new relationships and to explore. She provides for independent study, creative experiences, and wide contacts which are essential for growth.

7. To Keep In Mind That Learning Is Developmental.

The modern teacher is aware that learning cannot be sharply divided into "boxes of accomplishment". It is a continuous process. She helps each child to develop his own standard and makes him feel that he is making progress. She helps him to establish his own continuity and to build upon what has meaning for him.

8. To Provide Stimulating Motivation.

A teacher provides activities which are suitable and appropriate to a child's understanding, to his interests, and to his abilities. Such activities should provide the child with a feeling of immediate success in his class group and should bring in new experiences which will develop those abilities necessary for success in beginning reading. She should provide activities which stimulate him to think beyond the obvious.

AREAS OF EXPERIENCE

It is only by coming into contact with the world about him that a child learns. He has to go from the known to the unknown, and it is to his advantage to have as many different experiences as possible. The more points of contact he may have, the better will be his understanding of the thing he reads.[1]

Most of the ideas in the minds of young children entering school have originated from out-of-school experiences, such as watching mother and father at work; helping with certain home tasks; running errands; questioning elders about anything and everything within the range of observation; playing with other children; working in the garden; walking or riding through the country or town; watching television or motion pictures; looking at comic strips and listening as they are read aloud; looking at books and listening to stories read to them from books; shopping; taking trips with parents; etc.

Wide open eyes and alert ears, a questioning mind, busy hands, and running feet all help to build up a background of ideas and information that the teacher may call upon in developing the arts and skills of language expression.[2]

Children come to school with different backgrounds of experience as well as with different abilities. Some will have travelled extensivelly--others not at all; some will have shared many books and stories with their parents--others come from homes where little or no reading is done. Some children have "half-concepts" or partial understandings as a result of TV programs. The teacher's work is to build up an understanding of certain ideas or developed concepts.[3]

Perhaps most essential for a readiness-to-read program is a growing love of literature and its source (books)--plus an attitude of eagerness and determination to know and to find out. The love of books begins in babyhood. Long before babies can walk, they can handle linen books. In magazines Daddy can help the tot find the pictures familiar to him and teach him to turn pages one at a time, very gently. Reading aloud to children has values. It introduces them to the delights that lie between the covers of books; it acquaints them with the vocabulary and language patterns of printed materials; and it arouses their curiosity and desire to unlock for themselves the stories and characters imprisoned in the pages of print.[4]

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[1] S.C.P.S.--Development of Reading Readiness, Pri. Curric. Bulletin #3, 1936. p. 6.

[2] Dawson--Language Tchng. in Grades 1 & 2; World Book Co;1957 p. 33-34.

[3] Russell--Children Learn To Read; Ginn & Co; 1961 pp. 180-82.

[4] Strang.R.--Helping Your Child Improve His Reading; Dutton; 1962; p. 102-3.

The language area is very important especially with backward or foreign-speaking children. They must be taught how to share experiences with others. This can best be brought about by taking advantage of every situation in which the exchange of ideas is necessary. The shy or withdrawn child needs much encouragement and praise for every effort. To teach or to live with young children is to know in detail how word-filled their everyday world has become. In a very real sense they are literally enclosed by written language, so that if words on TV advertisements; packages; boxes; and phonograph labels are overlooked; they inevitably will be noticed as they appear on highway signs, billboards, store windows, cars, buses, and trucks. It is not an accident, then, that the first words read by pre-school children are often the names of cars, of songs, or of products. The significance of this is that young children are interested in the language that surrounds them.[1]

The language experience approach to teaching beginning reading in which the child uses, as basic reading material, his own compositions, seems to hold great promise for the improvement of children's writing abilities. All phases of language arts activities reinforce each other.[2]

"Reading is thinking--good reading is both critical and creative thinking." Reading readiness implies experience and skill in the ability to think and reason. Memory, interpretation, perception, and understanding of relationships all contribute to the general pattern of reasoning and have their niches in the total picture of readiness.

Music involves listening experiences and rhytmic responses, in addition to singing experiences. Songs have words.

Closely tied in with music would be art experiences. Painting or drawing to music often develop the child's creative imagination. Pictures tell stories.

In the numbers area, arithmetic is not taught to the child under this name. However, through experiences which are set up for him in the classroom, he learns much about numbers. He gains general ideas, known as concepts--"stay in line"; "get in front"; "stand behind"; "bigger than"; "more or less"; "as much as"; etc. All pave the way to later arithmetic learning.[2]

The social studies area may serve as the integrating center out of which will come numerous activities that will lead into every field of the child's experience and which will at sometime utilize each of his skills.

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[1] Wyatt, N.-- "Research in Creative Writing"; Educ. Leadership; Feb. '62; p. 310.

[2] Van Allan, F.--How to Help Your Child In Reading Writing, and Arithmetic;

The area of science serves to help orient a child in his physical environment, also helps to gratify a natural curiosity and creates an intense interest in what goes on about him. Reading will help him find the answers.

ACTIVITIES FOR VISUAL DISCRIMINATION

1. Identify outline objects.[1]

2. Follow contour of large-sized objects on the blackboard. (stress left to right movement.)[1]

3. Color large objects on the blackboard or paper--using the left to right stroke.[1]

4. Matching--Have pupils match pictures of the baby animal with those of the adult animal.

5. The working of jig-saw puzzles develops visual discrimination and acuity.[1]

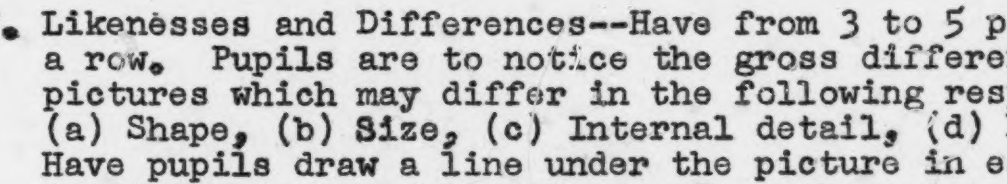
6. Likenesses and Differences--Bring pairs of like and unlike objects (erasers, book, shoes, pencils, toys, etc.). Have the first pupil select two objects which are alike. He will hold them up, formulating a sentence: "I have two pencils which are alike." He then selects any two objects and calls upon another pupil--: "Tommy, are these two things alike?" Child called upon replies, "No, these two things are different," or "Yes, these two things are alike." Than child continues the game as long as interest holds.

7. Likenesses and Differences--Have from 3 to 5 pictures in a row. Pupils are to notice the gross differences in the pictures which may differ in the following respects: (a) Shape, (b) Size, (c) Internal detail, (d) Direction. Have pupils draw a line under the picture in each row that is different from the others. Have them state why it is different.

8. Matching--"Match Me":--Using 5" x 8" picture cards, in a series of three plus a key card, have a pupil place the key card on the chalk board ledge. Caution group to observe it closely. Now have him place 1, 2, and 3 cards on the ledge. Have a designated pupil choose the card which matches the key card.

9. Matching--Present several objects in sets of three, such as three pieces of chalk (two pieces whichare the same size and the third which is much smaller). Have pupils match by observing size, color, shape, etc.

10. Likenesses and Differences--Draw rows of geometric forms. Make two of the forms identical. Direct pupils to draw a ring around the matching geometric forms.



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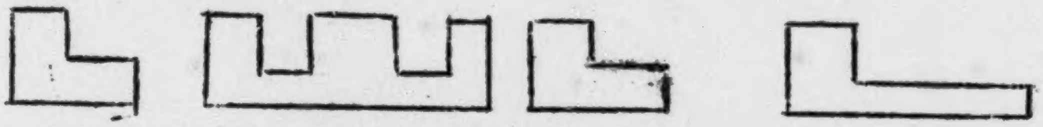
[1] Reading Readiness Course of Study--East Chicago Public Schools. 1940, pp. 19, 20.

11. Likenesses and Differences--Have child indicate (either verbal or with mark the largest item on the page or in a group; the smallest item on a page or group; items that are alike; top versus bottom of the page; and sides versus middle of the page.[1]

12. Likenesses and Differences (word contour): Make a row of four word blocks, two of which are identical. Direct pupils to find the word block which is like the first one and draw a ring around it.



13. Likenesses and Differences (letters): Have rows of letters--one of which is the same as the first one on the left. Direct pupils to draw a ring around the one which is just like the first letter.

S	D	P	S	G
E	E	F	3	L
d	b	a	p	d

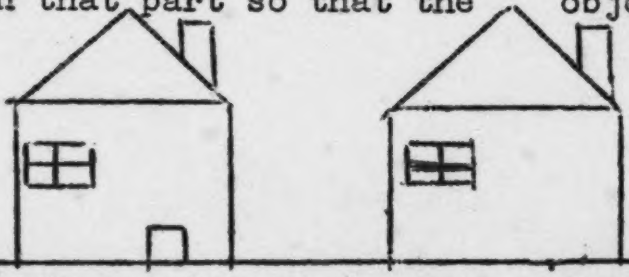
14. Likenesses and Differences (letters): Print two of each of eight letters. Arrange the letters four at a time on the chalk ledge. Ask one pupil to take the first letter in his hand, and, proceeding from left to right, to find a letter in the row which matches it.

15. Likenesses and Differences (words): Set off a word in the left-hand corner box. Write similar words on the same line only one of which is identical to the first one. Direct pupils to look at the first box and draw a line under that word. Now have them find another word in the same row which is identical to the first word and draw a line under it.

come	can	come	emoc
big	big	bid	gib

16. Reversals: Draw a row of identical objects with one reversal. Have pupils circle the one which is reversed and tell why it is different.

17. Missing Details: Draw two similar objects in each row but leave out one detail in one of the objects. Direct pupils to find the object that has a missing part and draw in that part so that the objects will look alike.



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[1] Reading Readiness Course of Study - East Chicago Public School System, 1940, p. 19.

ACTIVITIES FOR AUDITORY PERCEPTION

1. The use of singing and musical games is helpful in developing auditory acuity.

2. Loudness or Softness of Sound (game); "Hide The Thimble" --Choose one child to hide some small object while another is out of the room. After the object is hidden, the child is recalled and he begins to search for the hidden object. The group may direct his search by clapping loudly when he approaches the object, or softly when he goes away from it.

3. Likenesses or Differences in Sound:

    a. Have children close their eyes and try to distinguish whether the teacher taps on the table blackboard, glass, etc.

    b. Play two or three notes on the piano and try to determine whether the first one was high or low.

    c. Tap several times in rhythm--leaving intervals between taps a long and two short intervals. Have children imitate it.

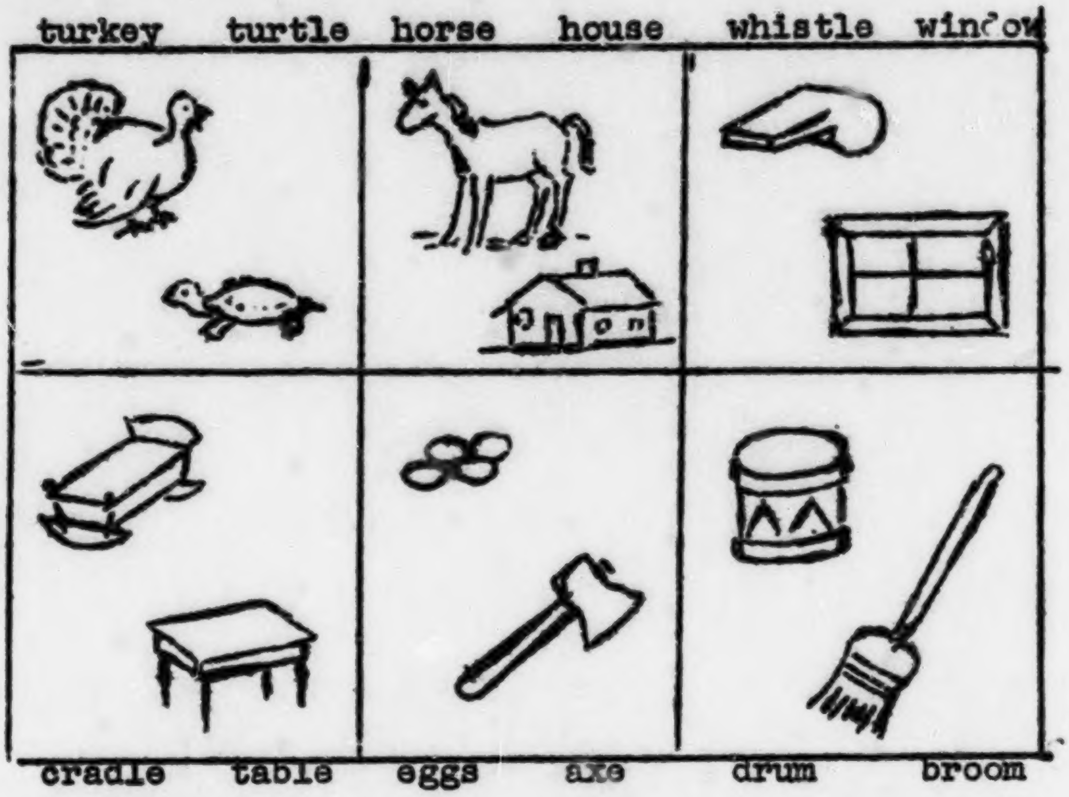
    d. Have the group listen to sequence of sound. Tap several times--sometimes softly, sometimes loudly--asking children to distinguish whether the last tap was soft or loud.

    e. Stress--in dramatization or language games--imitative sounds: dog, cat, bird, turkey, hen, rooster, engine, clock, bell, etc.

    f. Play games and tell stories requiring different types of voices--soft and loud.

4. Gross similarity: "What Is It"--Select a number of word pairs on the basis of some gross similarity, e.g.; feathers, sweaters; desk, nest; chickens, children; puddle, puppy; Indian, engine, etc. Ask "Which grows on chickens--feathers or sweaters"? Where do birds lay their eggs-- in a desk or in a nest?" Similar questions are asked using

each pair of words. A test for this game can be made by drawing pictures and having the children mark the one you pronounce.



5. Auditory Recognition of the Initial Consonant: Select pictures that begin with the same initial-consonant sound. Display one picture at a time and encourage discussion of the picture. Then place pictures on chalk ledge and say, "The boy in our story is named Dick. Say the word Dick to yourself. As you say it, think how this sounds at the beginning. Who can point to and name something on any of these pictures that begins with the same sound as Dick." Follow this procedure until all the appropriate objects have been identified. Continue with other words: Puff and penny, for example.

6. Auditory Recognition of the Initial Consonant: Select several names in which the similarity of the initial consonant is striking--such as Martha, Mary, Milton, etc. Pronounce the names aloud, emphasizing the initial consonant, and then pronounce Sam and have all children whose names begin like Sam stand up. Continue with other initial sounds.

7. Words That Begin With The Same Sound: Cut out pictures from magazines such as--pigs in pen, a baby in a bed or in a bathtub, a horse eating hay, a house on a hill, a boy with a ball or a bicycle, and a girl with a goat. Mount pictures on cards of the same size. Show about five cards at first, telling children the pictures are about things that are fun to hear and to say. While showing the picture, things that are fun to hear and to say. While showing the picture, pronounce the "title" with emphasis on the words that begin with the same

sound. Then ask for a volunteer to repeat what was said for each picture. By the time several children have repeated "pig in a pen", "house on a hill", etc., while seeing the pictures, the rest of the class will be saying the catchy titles to themselves and will be eager for a turn. Add other pictures from time to time. Call attention to the fact that "ball" and "boy" sound alike at the beginning. Help them think of other words that begin like ball and boy. Do the same for other pairs.

8. Similarity of Sound: Give the children a brightly colored magazine picture containing many objects. Draw a ring around one object and have children name other objects that begin with the same sound as the one circled. Then ask them to think of something used to write with that begins with the "p" sound (pencil, paper, pen, etc); a color--(pink, purple); something good to eat (peanuts, popcorn, pie, potatoes). Use other words beginning with the initial-consonant sounds: "s", "d", and "j", and other like categories.

9. Auditory perception of rhyme: Say the word "my" and have it pronounced. Explain: "I am going to say two words. Listen carefully and be ready to tell which of these words rhymes with "my"." Pronounce "Jane" and "sky". When it has been established that sky is the rhyming word, ask pupils if they can think of any other words that rhyme with "my". Help by suggesting; "When it rains we wear rubbers to keep our feet "____"(dry)." Continue with simple suggestions that will elicit the words "tie," "pie", "high", etc. Reading poems with rhyming words and have children pick out these words. The use of choral speaking is also helpful.

10. Rhyming Riddles: Teacher uses the first four lines given below--then adds 2 or more similar to those given below and have children finish the last lines:--

"A riddle for Tommy
A riddle for Ann
Guess this one now
If you can."

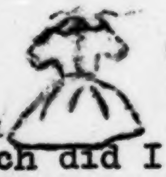
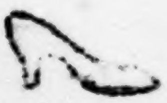
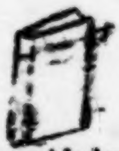
"What do you have that says "Rum-tum-tum."
It isn't a horn--it's a big red _______"(drum)."

11. Differentiation between rhyming endings in words: The teacher says; "I'm thinking of a word that rhymes with cap", or "Tell me a word that rhymes with cup". This is good because there is no aid for the pupil in thinking of a rhyming word except the key word given by the teacher.

12. Rhyming: Another game for rhyming is as follows: Teacher says the following rhyme--

"I bought something new
It is a pretty (shoe)"

She then shows three pictures, pointing to them asking: "which did I buy?--Something that rhymes with "new". Children may make up their own jingles later on.

13. Give oral sentences involving two omissions, then three, and then four or five, while displaying a picture.

Example; (Picture of a farm scene with green grass, a tree, the farmhouse, two children leaning over a fence with grass in their hands trying to coax the cows over to them.)

"Nancy and Bill are feeding the ____ (Cows)"
"They are giving (grass) to the (cows)."
"The cow says ("Moo"), and (Nancy) and (Bill) laugh.

14. Tell a simple story of two or three sentences. Have the children retell it as accurately as possible.

15. Listening activities for improving auditory discriminatio

a. distinguishing classroom sounds, such as--crunching of paper, closing of a book, tapping of a bell, etc.
b. distinguishing sounds of different types of activities--running, skipping, jumping, clapping of hands, etc.
c. telling the number of times a sound is heard--clapping of hands four times, tapping a woodblock 2 times, etc.
d. listing different sounds heard around the school or on a walk, around the block.
e. sending a pupil to the back of the room with his back to the teacher--have him listen to his name sung in a high tone, and have him sing it back. Continue the same for the middle tone and finally try it with the low tone.
f. letting one pupil perform an action which has a distinctive sound, while the rest of the pupils close their eyes; (1) knock on a door; (2) bang the door; (3) tap on the window; (4) pour water into a glas (5) jump up and down; (6) drop a book; (7) walk, run, skip, etc; (8) sharpen pencil; (9) tear some paper; and (10) bump into a chair. Instruct the group to listen carefully and try to identify the sound. Have the pupils think of the words that best describe each sound.[1]

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[1] Developmental Reading Activities - Gary Public School System; Aug. 1959.

g. Reproducing sounds made by animals and toys with which children are playing.
h. Imitating sounds in stories--e.g. engine sounds, automobile sounds, etc.
i. Listening to poems in which there are sounds of water, of wind, of rain, and repeating the words used by the poet to create the illusion of sound.
j. Noting differences in sounds of trucks and of passenger cars; and of freight and passenger trains without looking.
k. Identifying the sound of a vehicle going up a hill, on the level, and going down hill.
l. Imitating the sound of the wind--on a summer's day, in a storm, in winter, etc.
m. Listening for bird calls.
n. Listening to the falling of dry leaves and other seasonal sounds, and imitating them whenever possible.
o. Practice in listening to and reproducing word sounds accurately.[1]

16. Listening Activities For Ear Training:

a. Wiggle Waggle--A child is chosen to be "it". He names, very softly, parts of the body such ~~as~~--little fingers, left hand, right hand, both hands, thumbs, tongue, lower jaw, etc. As he names each part, the children wiggle that part of the body named. The first child who fails to wiggle is "it".
b. Animals--The teacher or pupil chosen to be "it" imitates the sound of various animals--dog, cat, sheep, cow, horse, etc. Others must identify this sound. This game may be varied by imitating sounds of birds and fowl (chicken, duck, crow, robin, blue jay, etc.)
c. Names--A child who is chosen to be "it", whispers the names of boys and girls. When a child hears his name, he stands up.[2]
d. Directions--Give each child a blank piece of paper and crayons and say: "Listen carefully and do exactly what I say--
   (Simple directions--such as:)
   1. Draw a red line near the top of your page.
   2. Draw a blue ~~cat~~ near the middle of your page.
   3. Take your black crayon and draw a ball near the bottom of your page.

   Later, directions may be a little more exacting, such as:
   "Make a black line on the ball.", or "Join the two men with a red line."[3]

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[1] Dawson Mildred /Zollinger Marian-Guiding Language Learning.
[2] Baker, Zelma-The Language Arts The Child & The Teacher:1955; Terron Publ.; San Francisco
[3] Russell, D.-Listeing Aids Throught The Grades-Bureau of Publ.; Columbia Univ. 1959.

ACTIVITIES TO DEVELOP MOTOR CO-ORDINATION

1. Eye-Hand Coordination:

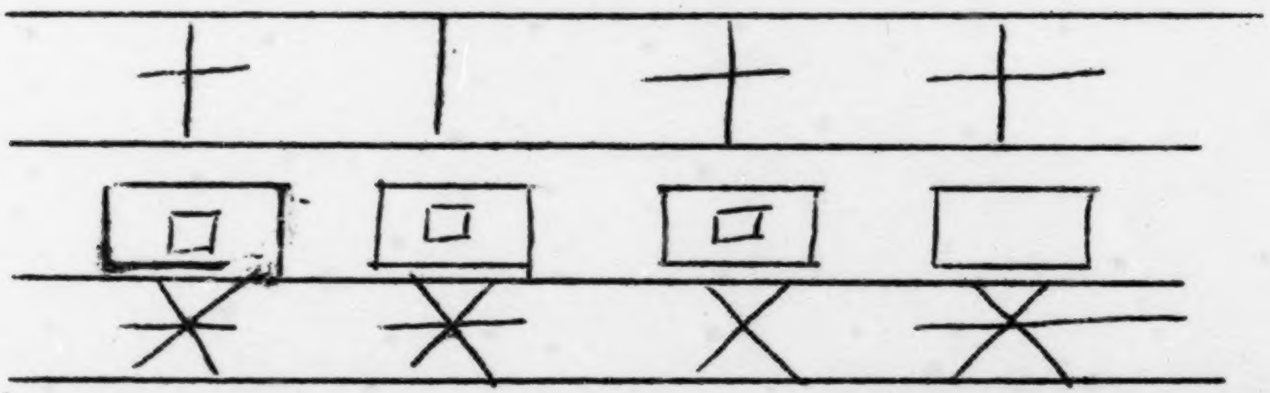
   a. Let the child play with 1-inch square blocks. Suggest that he build a tower, noting how many blocks he can balance before the structure topples. Note also the accuracy of his hand movements as he places the blocks.

   b. Give him a peg board and note how quickly he is able to fit all the pegs into the holes.

   c. Mark strips of paper, and note how accurately the child is able to stay on the line in cutting off sections of the strip. Another example to give practice in cutting on a line is--after using pages 4, 8, 12, 13, and 20 of "Before We Read", let the children cut the pictures apart. They may paste the pictures in sequence on a strip of construction paper which they have folded like an accordion; or the pictures may be pasted in sequence in a booklet.[1]

   d. Using large circle, square, and triangle cut from cardboard, say; "This is a circle. Watch my finger as I trace it." Then let the children trace the shape. Repeat the procedure with the other geometric forms. Next let children use the forms as patterns and trace the shapes on the chalkboard. For another lesson, give each child smaller patterns of the same shapes, and have them use the patterns to draw the shapes on paper and later cut them out.[2]

   e. Draw rows of familiar geometric or simple abstract figures. Make one figure different from the others by omitting one detail. Let the children add the detail:[1]



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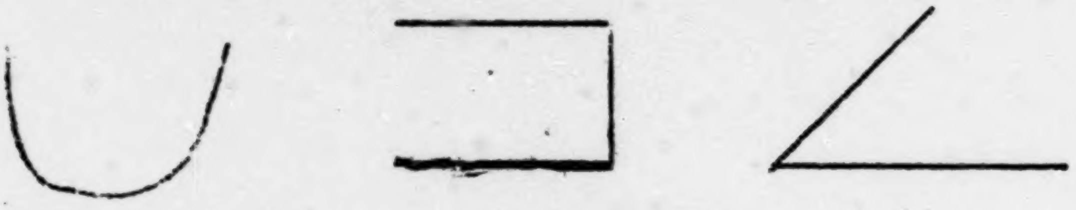
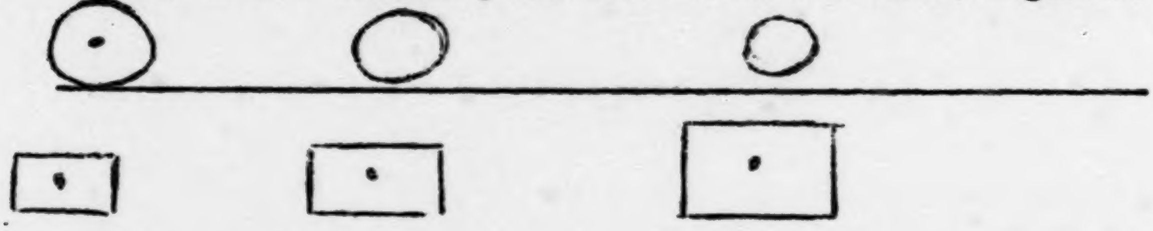
[1] Sheldon, William, More Picture Stories-Readiness Book 2. Allyn and Bacon.

[2] Wheldon, W. *icture Stories-Readiness Book 1.

f. Draw incomplete circles, squares, and triangles of different shapes and sizes, and have the children complete the figures:[1]



g. Duplicate sets of figures such as circles, squares, and triangles of different sizes. Ask the children to make a dot directly in the center of each figures:[1]



h. Provide duplicated pages showing rows of circles-each row of circles smaller than the preceding row. Call attention to the variety in size and suggest that children begin with the circle on the left and put a dot in the center of all the circles in the first row, a dot in all the circles in the second row, and so on. As the circles grow smaller, better control of the crayon becomes necessary.[2]

i. Duplicate sheets on which simple geometric figures are drawn in dotted lines. Have no more than four figures to a sheet. Use circle, triangle, square, hexagon, and so forth. Note how accurately children are able to stay on the dotted lines while cutting out the figures. A child may evaluate his own progress by fitting the figures he cuts out to a standard form.[1]

j. Set several articles (books, blocks, chairs, etc.) in a specified spot. Select a child to count a predetermined number of objects. After counting silently he gives the number orally, and finally traces that number in the air with finger.

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[1] Sheldon, William--*More Picture Stories*, Readiness Bk. 2, Allyn and Bacon Inc.

[2] Robinson, Monroe Ortley--*Before We Read*, Scott Foresman and Company. 1962.

2. Physical Activity:

a. Circle Beanbag: Children stand in circle formation. Draw small circle in center of area. Children take turns tossing beanbags into center circle.
(variation)
Draw a circle about two feet in diameter on the floor or sidewalk. Each child stands behind a starting line that is four feet from the circle and tries to toss a beanbag into the circle. The size of the circle can be varied to suit the children's skill.[1]

b. Basket Beanbag: Draw a throw line about five feet from basket. Children line up in single file and toss beanbags into basket. After tosser has had three turns, he announces how many bags he has thrown into the basket and returns them to the next tosser.[1]

c. Animal Chase: Three objects are placed in front of one child's feet inside the circle. He picks up the "mouse" (a small eraser) and passes it to the person on his right. Next the "cat" (the chalkboard eraser) is passed to the right to chase the mouse. Lastly the "dog" (a ball) is sent after the cat. If more than one object is in the hands of any one player at a time, the child will step out and watch the game. The object of the game is to have all the "animals" (objects) complete the circuit without catching each other. This game gives children practice in manipulating objects of different sizes.[1]

3. Rhythmic Activities:

a. Nursery rhymes may be used as verbal accompaniment. The following "Mother Goose" rhymes are sometimes used--
walking:--"Diddle Diddle Dumpling", "Goosey Goosey Gander", and "Grand Duke of York".
running:--"Hot Cross Buns", "Pussy Cat and Queen", and "Tom, Tom, the Piper's Son.
hopping:--"Simple Simon", "Handly Spandy", and "Georgy-Porgy".
jumping:--"Jack Spratt", "Cock-a-Doodle Do", and "Barbar".
skipping:--"Little Bo Peep", "Mary Had a Little Lamb", and "Mary, Mary, Quite Contrary."
galloping:-"Ride A Cock Horse", "The Cat and The Fiddle," "Ride Away, Ride Away", & "To Market, To Market".
sliding:---"Peas Porridge Hot", & "The Queen of Hearts".[1]

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[1] Public Schools Curriculum Guide.-- Oakland, California

b. More difficult rhythmic activities or responses that children can be expected to accomplish are:
leaping, hopping, galloping, whirling, stamping, sidewise-sliding, see-sawing, high-stepping, tip toe marching, and marking time.[1]

c. Skip Tag: One child is chosen to skip around the outside of circle. He tags a child's back as he passes. The child tagged skips after the first child and tries to tag him before he gets back to vacated place on the circle. If he is caught, he goes to the center of the circle until some other player is caught and takes his place.

d. In Ginn--The First Grade Book, (Our Singing World), pages 10 to 41, are songs to accompany rhythmic play. (For the teacher who has a piano.) Ginn--Songs From the First Grade Book--Albums 1A and 1B, is recorded accompaniment for teacher who does not play or who has no piano.

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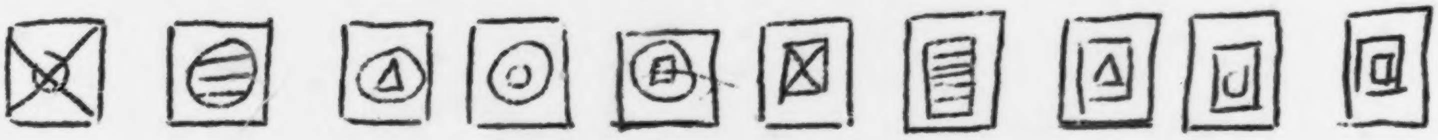
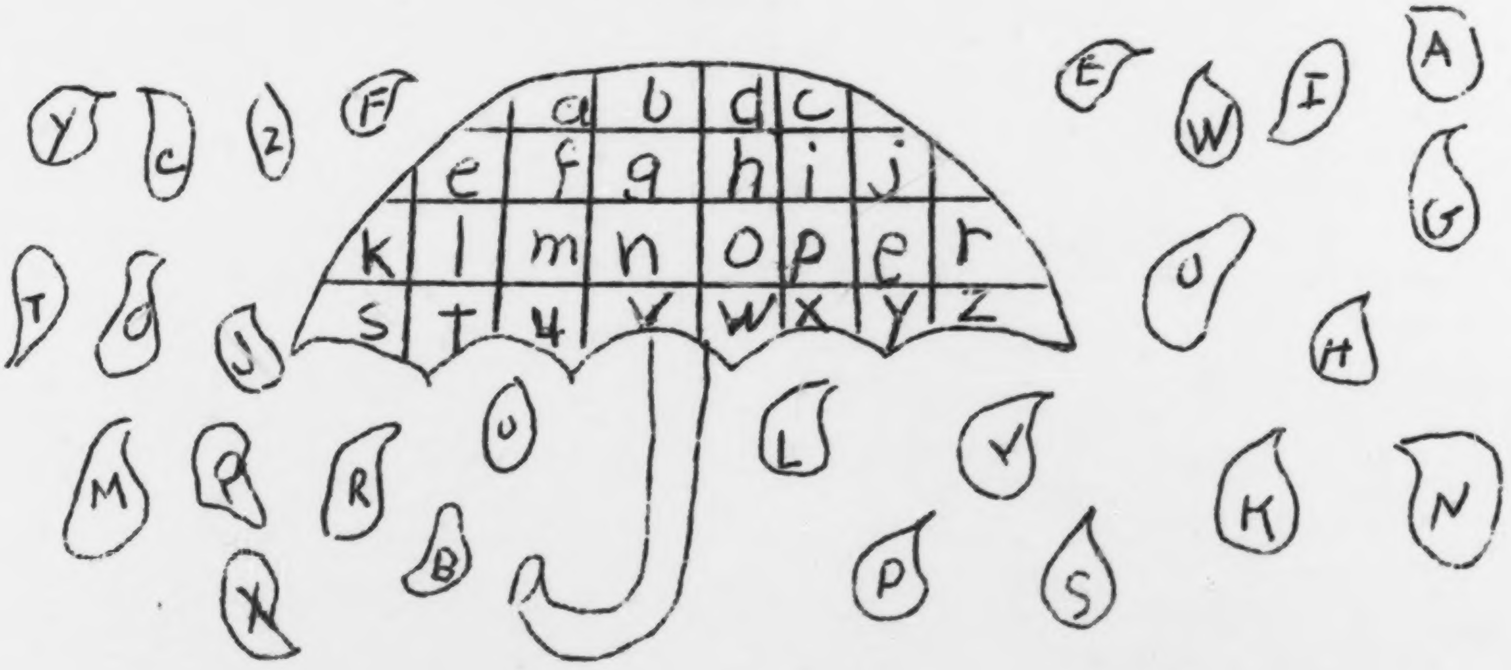
[1] Development of Reading Readiness Primary Curriculum Bulletin #3; East Chicago Public Schools; 1936. p. 3

ACTIVITIES FOR SOCIAL ADJUSTMENT

1. Reading Readiness: (Game) Cut sixty 2-inch square cards. Choose ten simple designs, and make six cards showing each design. Four children may play this game, each child receiving 15 cards, which he places face down in a pile in front of him. Have each child turn over the top card at the same time so that all can see the cards. If anyone has matching cards, he calls out "Match"-and the child who has the card that matches his must give it to him. If no one has matching cards, all simultaneously turn over another card. This time, the first child to say "Match" gets all the cards the other child has turned up. The person with the most cards is the winner.



2. Seatwork: Playing In The Rain--Mimeograph sheets showing an umbrella and raindrops as illustrated below. Write a letter in each section of the umbrella, and a matching letter in each of the raindrops. Give each child a mimeographed sheet and a pencil. The object is to find a letter in a raindrop and match it with the same letter on the umbrella by drawing a line between them. "The line will show you where that raindrop will hit the umbrella. Can you find where each raindrop will land?" (the letters inside the umbrella are lower case letters and those in the rain drops are upper case.)[1]



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[1] Platts, M. et al--Spice-Sug. Activities To Motivate the Teaching of Lang. Arts.--1960

3. Game: It Is I--The children sit in a circle around a blindfolded pupil. This pupil points to someone in the circle and says: "Who is it?". The child pointed to, says: "It is I." The blindfolded child must identify the other child's name from listening to the voice.[1]

4. Going On A Trip:
Phoenetic Analysis: (Game)--The teachers says "Today we are going on an imaginary trip. But before we can go, we must pack our imaginary suitcases. We will pack just certain things. I shall write the letter "A" on the blackboard and you must pack only those things that start with the letter "A" (Apple, Alligator, Apron, etc.)" As soon as a child misses by not being able to think of another thing that starts with "A", they begin to pack the "B" things, and so on. (Variation of the game could be the first child packing an "A" item, the next one packing a "B" item, the third child packing a "C" item, etc. All children may stand and when a child missed by not being able to name an item starting with the next letter, he would sit. The last person to remain standing would be the winner.)[2]

5. Going To Mary's: (Game)--(For the practice of long and short vowel sounds, and initial consonant sounds.)
One child begins by saying: "I am going to Mary's and I'm taking along some "milk"." The next player repeats the sentence, substituting another word starting with "m". (To make repetition, or to make the consonant clearer, each player might add his new item to the list: "I'm taking along milk, meat, money, etc"). Long or short vowels might be substituted, as: "long"-a"--in bake, cake, rake, etc: or, two-letter consonant symbols--sh, wh, th, etc., might be used.[3]

6. Let's Go Sliding: (Game)--(For the practice of initial consonants and blends).
Draw, on the blackboard, a hill with letters or initial blends on it. The teacher says: "Let's go sliding! To take your sled up the hill you must say a word that begins with each letter. If you make no mistake, you may slide down." (Notice children who need extra help.) [This may be used for intermediate grades also by using words from the spelling list. To get to the top, the words must be spelled correctly.][1]

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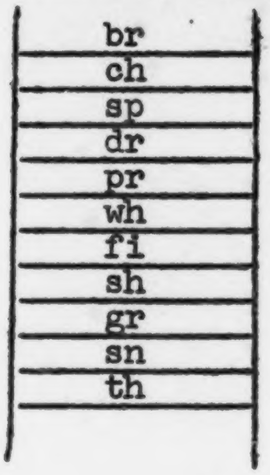
[1] Kingsley, Bernard--Reading Skills

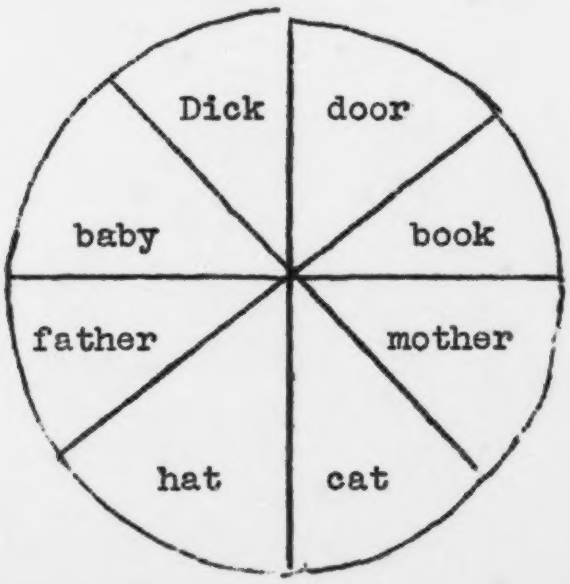
[2] Platts, M. et al--Spice--Sug. Activities To Motivate The Teaching of Lang. Arts-1960. Educational Service Inc. Benton Harbor, Mich.

7. Climb The Ladder: (Game)--(For strengthening phonetic analysis.)
Draw a ladder on the board. On each rung write the letters for a blend sound, or any other letter combination in which children need drill. The teacher says to the group: "Let's go ladder-climbing today. To climb this ladder, you must climb. If you can climb to the top of the ladder, you may be the teacher and point to the rungs as the next child climbs." (Variation could be to name a word that begins with that particular sound.)



8. Lip Reading: (Game)--"It is almost recess time now, and we are going to play a game to be excused from the room. I am going to make my mouth say a consonant sound, but I am not going to use any voice. Then I will call on someone. If he can tell lme what sound he saw my mouth make, he may get his coat and line up quietly at the door.[1]

9. Word Drill Game:--Any number of pupils may play. Draw a large circle on the blackboard and divide it into equal parts. Print a word on each part. With his eyes closed, a child moves a pointer around the circle saying: "Round and round I go, and where I'll stop, I don't know!" He then opens his eyes and says the word. If correct, he gets a point and has another turn,--if not correct, he gets a zero and has to sit down.[2]



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[1] Platts, N. et al--Spice -- Sug. Activities To motiviate the Teaching of Lang. Arts, 1960

[2] Kingsley, Bernard--Reading Skills

10. Quiz Panel: (For Structural analysis)--Arrange four chairs at the front of the room. Have a list of three or four-letter words to pronounce to the panel. Choose four "panel members". Then pronouns a word for one designated panel member. He must then give a rhyming word. Continue with each panel member until the first one misses. When he misses, he chooses someone from the class to take your place on the panel. (The variations of this game are many;--words might be pronounced to the panel requesting them to spell these words, or a sound may be given, requesting that they tell a word containing that sound; still another way would be to pronounce a sound, and ask that they tell a letter or a combination which could make that sound.)[1]

11. First Chair: Any number of players may participate. Form a circle and call the chair to the right of the circle the first chair. The teacher flashes a card to the child in the first chair. A child may stay in this chair only until he misses a word. Then he goes to the end chair and the rest of the group moves up one. Any child in the group who misses a word goes to the end chair and moves up.[2]

12. I Spy:(Game) /For phonetic analysis 7 One child is chosen to be "it", and comes to the front of the room. He tells the group the beginning sound of something he 'spies' in the room. For example--"I spy something that starts with "w". " The answer might be the windows,,the woodwork, the walls, etc.[1] The person who guesses correctly may be the next "it".

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[1] Platts, M. et al--Spice

[2] Kingsley, Bernard--Reading Skills

ACTIVITIES TO USE FOR LANGUAGE FACILITY

1. Encourage children to bring interesting things from home to share with the class.

2. Take trips to interesting places in the neighborhood--stores, garden, the fire station, police station, service centers, etc.

3. Invite interesting persons to the classrooms--mailman, nurse, school guard, etc.

4. Visit special rooms in the building--gym, science room, library, etc.

5. Bring living things into the classroom--pets, seeds, plants, etc.

6. Use good visual materials--picture sets, books, films, slides, film strips, etc.

7. Plan a varied program of interesting events--parties, dramatizations, programs, constructions, etc.[1]

8. Permit individual child to tell of personal interests; home, family, own clothing, experiences, pets and his games.

9. Encourage the group to tell of trips and excursions taken, pictures observed by the class objects made in activity period, experiences gained in social activities in and out of school, and contacts made with nature material.

10. Permit planning periods--for an auditorium program, a party to be given, a trip to be taken, some picture to be drawn, an object to be constructed, or a social activity to be carried out.

11. Provide for child-planned dramatizations of safety rules, activity about the home, situations arising in daily life, topics arising in social activities, stories, nursery rhymes, poems and events that have happened in play.[2]

12. Associate meaning with written symbols--Make labels for objects in the classroom. Discuss objects and their use. (desk, bookcase, etc.) Have pupils draw pictures of those objects discussed.[3]

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[1] Kindergarten Teachers Guide--Cleveland Public School, Cleveland Ohio. 1953, p. 1

[2] Dev. of Reading Readiness--Curric. Bul. #3. E.C.P.S., East Chicago, Ind. 1936, p. 8

[3] Developmental Reading Activities--Gary Public Schools, Gary, Indiana; 1959

13. Classify objects and add new ones to a list to add nouns to vocabulary;--One means is by making use of a vegetable chart: as each child pastes a cutout picture of a vegetable on the chart, he learns the names of that vegetable. As each new picture is added and named, the children may take turns identifying and naming all the vegetables on the page. (Additional charts may be; furniture, fruit, helpers, clothes, seasons, etc.)[1]

14. Visualize and describe objects to add adjectives to vocabulary:--The teacher asks the children to think of or draw an object according to oral specifications: "Draw a BIG ball. Now make it STRIPED. Color the stripes BLUE and YELLOW." The teacher asks the children to act out adjectives that describe feelings: sad, happy, sleepy, surprised, cold, hot, tired, etc.[1]
Children are asked to describe an object or compare two objects, telling which is larger, smaller, heavier, prettier, or taller.

15. Practice is needed in placing objects spatially in relation to other objects which adds prepositions to vocabulary;--Have children put a book or otherobject ON, IN, UNDER, OVER, BETWEEN, ABOVE another object. After children have placed the object according to directions they may tell what they did: "I put the book on the table."[1]

16. Action games add verbs and adverbs to children's vocabulary:--
    a. Suggest that children WALK SLOWLY, QUICKLY, NOISILY, or QUIETLY.
    b. Have the children perform such actions as--WALKING, SKIPPING, HOPPING, JUMPING, or CRAWLING. The children may tell in the present tense what he is doing. When finished, the child may describe in the past tense, just what he did.[1]

17. Activities in which one action or object is contrasted with others develop concepts of singular and plural:--
    a. One child may he asked to perform one action while two other children may perform a different action. Then other children may describe the actions;--"Mary is skipping; John and Bob are hopping."
    b. The use of singular and plural forms is further strengthened as the child finds the one object that is different in a row of pictures and tells how it is different from the others; "All the animals in this row are rabbits; this rabbit is bigger than the others." or, "These are all cats; one cat is different in color.

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[1] Gray, et al--Curriculum Foundation Series--Guidebook to "Before We Read"; 1956 - Scott Foresman & Co.

c. A row of objects can also be used;--"All the pencils in this row are black.

d. The teacher, holding up a book, calls on a child to name the object (a book); she then holds up several books and the next child gives the plural (the books).[1]

18. Specific exercises in building sentences develop concepts of sentence structure:--

a. The teacher may begin by calling a child to her and asking the other pupils who it is ("Bill"). She then whispers to Bill to jump and asks class members to tell what Bill is doing ("Bill is jumping"); then what Bill did ("Bill jumped"). Next she calls Tom and asks him to stand beside Bill. After someone names both children, the two boys may jump while a pupil tells what they are doing. The teacher then whispers to the boys to jump over a book and asks a child to tell what the boys are doing now. ("Bill and Tom are jumping over the book").[1]

b. Begin a sentence and ask the boys and girls to
b finish it;--"A little boy can run to school--let's see how many other things a little boy can do." Each child should start by saying: "A little boy" before finishing the sentence with such endings as: "can run home" "can eat dinner," "can play ball," etc.[1]

c. Ask children to describe some particular piece of clothimg they are wearing. The teacher begins: "My dress is blue." Each child responds in turn. "My skirt is red" "My shoes are black." etc.

d. (Guessing Game)--The teachers asks children to guess what she is from a short riddle: "YOU PLAY WITH ME. I AM ROUND. I CAN BOUNCE." The child who guesses, takes the next turn. In the beginning the teacher may have to give suggestions. Limit catagories to toys, animals, furniture, etc.[1]

19. Try to develop an awareness of linking words--A, AN, THE, FOR, and AND:--

The teacher says; "Listen to this sentence: 'I ate an apple.' I'm going to say that sentence again and leave out a word: 'I ate ___ apple'. Who can tell me what word I left out?"[1]

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[1] Gray, et a 1--Curriculum Foundation Series, Guidebook "Before We Read"; - Scott Foresman & Co., 1956

ACTIVITIES FOR THE BI-LINGUAL CHILD

Words to be taught are--waterfountain, toilet, chalk, eraser, color, desk, recess, crayon, waste-paper basket, blocks, scissors, paste, paint, easel, etc.

Cover the bulletin boards with pictures to awaken interest and encourage learning.

There should be flowers and growing plants, an aquarium, terrarium, doll house, blocks, toys, hammers and saws, clay jar, easel, and other things that will stimulate a child.

Children are not "wasting their time" when playing together--they are exercising their muscles and developing their mental abilities, as well as learning desirable social habits.

Real objects should be used where convenient. Display objects or pictures and say to the child: "What is this?" or "What do you do with it?", or "What is it for?", etc. For example to check for comprehension as well as usage--in the word "chair", the teacher should point to *her* chair, a *child's* chair, pictures of different *types* of chairs, etc. so that he gets the concept clearly.

Often, children who *apparently understand* English very well, really only understand their *teachers*--their gestures, the inflection of their voices, etc.--and it's these they obey, not the *words* the teacher uses in her commands. Therefore meaningful repetition is the goal toward which we should strive. Repetition in directed play, in checking seatwork, in conversation will provide the child with an opportunity to use the word. LANGUAGE IS CAUGHT-NOT TAUGHT!

The Spanish use their lips very energetically and their tongues more sluggishly. The stress is very even and falls almost always on the last or next to the last syllable. Vowels are not diphthongized. Words generally end in vowels, and therefore the Spanish find it hard to pronounce an English word ending in a consonant without incorrectly adding a vowel sound. Sounds difficult for the Spanish are: (Consonants) th, wh, t, d, v, l, r, b, g, h, ng when not followed by k.; (vowels) in go, day, her, cup, awe, pit, pet, etc.

The child should be shown where the tongue is in relation to the teeth. Beware of accenting the difference in the words--back-bake; parade-prayed; seek-sick; fond-found; colt-cold; etc.

A test for word meaning: Teacher points to a simple picture and asks: "What is this?" If the child answers correctly, he is credited with a correct socre on pronunciation, usage and comprehension. If he fails, the teacher passes on immediately to the next item or picture. She returns later to the word that was missed and tests for comprehension by asking: "Find the house," or "Point to the boy who runs."

Also the PTA has been used to organize classes for five year olds with the idea of giving them some basic English words before they enter first grade.

One word commands such as "go", "stand", "come", "sit", "run", etc. are enjoyed by bilingual children. Action games of all kinds are also useful to build a larger vocabulary.

Naming the parts of the body, naming school objects: furniture toys, etc; wardrobe naming; naming familiar animals, as well as food all help extend his background knowledge of the English language.

In art, a variation of the ink blot technique with six colors of finger paint tossed on (at random) a piece of damp shelf or finger paint paper, will bring forth "stories" (charts) of what the children see. There should be no tension as there can be no right or wrong answers.

DEVICES FOR MEANINGFUL DRILL

1. Following oral directions, such as; "run to the door."
2. Helping the teacher tell stories: "The wolf said....."
3. Drawing an apple, dog, house, etc.
4. The use of singing games: "Looby Loo"...."Good Morning To You."
5. Counting the boys (or girls), windows, chairs, etc.
6. Playing house.
7. Describing a picture,--"I see a dog, a tree," etc.
8. "I SAW............... on my way to school."
9. Naming the colors used in certain pictures.
10. Playing the game: "Simon says............."
11. The use of finger plays:--Open-shut, mother's knives and forks, etc.
12. The use of rhymes...........Mother goose.
13. Singing with the victrola.
14. Buying and selling at the toy store.
15. Following directed seatwork.--"Color one ball red."
16. Cutting pictures from magazines. Telling about them. "This is a boy."
17. Feeding pets in the classroom. Telling about it.
18. Guessing----Mount pictures on cardboard. Hide one. "What picture am I thinking about?"
19. Dividing class into pairs. Place several (8 to 10) pictures mounted on tagboard on the floor. Teacher points to a picture. The picture is given to the one of a pair who can call its name. Many variations of such games can be devised by the clever teacher:
    - a. Tell what the picture is used for.
    - b. If it is an animal, what does it say?
    - c. Is it found on a farm?
    - d. What does it eat?
    - e. Find all the pictures of things we use at home.
20. Group pantomime, as they say: "I throw a ball," "I drink milk," "I put the ball under my chair," etc.
21. Name the objects on the sand table.[1]

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[1] Tireman, L.S. Teaching *Spanish-Speaking Children.*
Univ. of N.M. -- Press, 1951

INTEREST IN READING

The teacher can foster an interest in reading through reading stories to the class as a whole as well as reading to individuals. Another activity is through the use of experience charts developed by the group. Trips to the library is an excellent method of developing interest in the printed page.

ORIENTATION TO CLASSROOM PROCEDURES

For example, in orienting a child to the procedure of handling books;--

a. A "librarian" (a pupil) could be assigned to the library table.
b. Have a pupil give a demonstration on the turning of pages, carrying the book closed, having clean hands, returning the book to its proper place, etc.
c. Have the class work out an experience chart covering the items listed in the point above.

ACTIVITIES FOR MENTAL APPLICATION

1. (Game) Visual Memory of size and shape--Have children seated in a circle on the floor. The teacher places objects of various sizes and shapes in the center of the group. While one child "hides his eyes", another takes away an object and places it in back of him. The blindfolded child opens his eyes and tries to name the object that was removed; e.g.--The big block, the little triangle, the red cube, etc.[1]

2. (Game) Simple Recall--Place several small familiar objects on a table covered by a cloth or paper. Remove the cover a little at a time and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed.

3. (Game) Simple Recall-Place several objects under a cover on the table. Expose these objects for a few seconds. Have children close their eyes while one (or more) object(s) is removed. Rearrange the remaining objects. Expose them again and have children try to recall which object is gone.

4. Memory--Expose a picture containing a number of items. Remove it and have children tell as many things as they remember seeing.

5. Memory--Expose a simple pattern for a few seconds. Remove it and have the children draw from memory.[2]

6. Picture Sequence--Cut up familiar story in pictures and mount on cardboard. Have children arrange pictures in proper sequence and retell the story.

7. Present an interesting object, special day, or a particular event. Have children share information on it while the teacher records it for an experience chart. This helps children evaluate information.

8. Make up an experience chart with the children (a trip to the fire station; a walk to the park, etc.). Cut the chart into sentence strips. Re-arrange sentences to tell the experience again.

9. Ask children to give--in proper sequence--some everyday event in their lives or something their mother does at home, such as; baking a cake, or preparing a meal, etc.

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[1] Row Peterson & Co., N.Y.---Monograph #94

[2] Reading Readiness Course of Study--East Chicago Public Schools--1940; p. 20

10. Read a simple story to the class. Ask them, at the conclustion, what happened first, second, third, next, etc.

11. Read a short story to the children, having them draw responses, with simple lines, in answer to three factual questions. E.g.,

    "We had a Halloween party.
    Our teacher cut a jack-o-lantern face in our pumpkin.
    We played a game called 'marshamallows on a string'.
    We had cookies and milk.
    We had a good time."

    If the child has listened carefully, he will be able to draw answers to the following questions--

    "What game did we play at our party?"
    "Who cut the face on the pumpkin?"
    "What did we eat?"

12. Have pupils draw inferences from significant elements in pictures;
    a. Interpret a variety of emotions from pictures-- Note details that sense fear, eager anticipation, or inherent concern.
    b. Offer clues from which pupils might infer meaning A birthday cake on the table and children arriving at "Dick's" home might mean what? (A party was in progress)
    c. Seeing cause and effect relationship. "Sally" turning a hose on "Dick and Jane" who are dressed and ready to go to school would produce what effect.

13. Make up a simple situation problem. Tell it to the children and ask them what they would do in the same situation. When they give a response, ask them why they would act or think as they did.

14. Help children develop critical thinking by always, asking "why", following their "Yes" or "No" answers to questions.

15. Riddles or simple guessing games give good practice in listening. Have a child describe an object in the room. The one who guesses the object tells the next riddle, and so on--e.g.,

    John says, "I am thinking of something that is green and trimmed in pink." Mary says, "Jan's dress."

16. Riddle--Start with two clues. Add clues until children guess the answer to each riddle. After the children have guessed the answer, bring out with, the help of the children, the need for each clue.

17. Riddle--Describe some object and have the children guess what it is--

    "I am thinking of something, little and white with long ears, a short tail, and pink eyes." etc.

    Have the children try to visualize it while the object is being described.

    Describe the clothes and appearance of some child until the children guess who is being described.

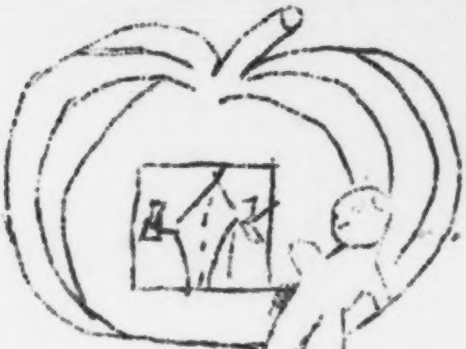
ACTIVITIES FOR NUMBER AWARENESS

1. Counting for necessary information:
   a. Children present and absent.
   b. Amount of milk cartons needed at each table.
   c. Number of crayons in each box.
   d. Number of pieces of paper for his group.
   e. Number of chairs in each row for singing groups.

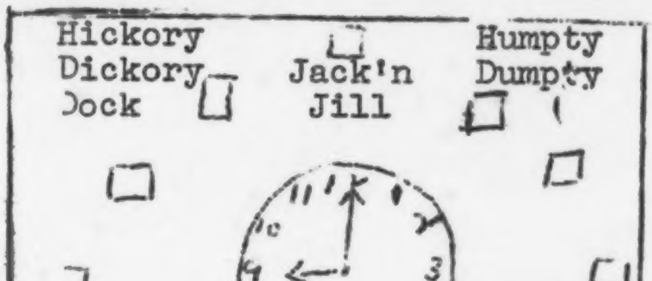
2. Counting in sequence:
   a. To tapping on shoulder. (Fee)
   b. To jumping rope. (sight)
   c. To bouncing a ball. (sight)
   d. To clapping of hands. (sound)

3. Visual Acuity: Have children count or name row of objects from left to right. Let them count first with their fingers--then have them count with their eyes alone.[1]

4. (Game) PEEK IN MY WINDOW AND LEARN YOUR NUMBERS: Make a simple pumpkin house on tagboard. Cut a window (opening on dotted lines) and place a number wheel so that a number appears in the window. Attach with a brass fastener. Turn the wheel to change the numbers.[2]



5. (Game) STOP THE CLOCK: One person claps his hands or taps on a xylophone any number from 1 to 12. Any child who can name the number being tapped, calls out: "Stop The Clock!", and he sets the hands on a cardboard clock accordingly. He can then qualify for a turn, by singing or saying the nursery rhyme--the picture of which is placed opposite to his "time on the clock.



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[1] Reading Readiness Course of Study--ECPS System, 1940; p.20

[2] Ideas from Northern State Tchrs. Assn. Con. 10/28/60.

6. (Game) Number Recognition: Have 10 cards with large numbers from 1 to 10 printed on them. One child sits near the cards (which are placed on the floor in a row,) with eyes closed. Another child from the circle proper--upon signal--tiptoes up and removes a card and hides it behind his back. The center child then opens his eyes and attempts to tell which number is missing. If he guesses correctly, he may have another turn.[1]

7. (Concept) "Few" and "Many":--After a class discussion of these words, have each child bring to school two pictures (from old newspapers, books, magazines, etc) showing an example of each word. After the child had decided, let him paste his picture on one of two pieces of tagboard (24" x 36") which have been labelled "Many" and "Few". Also have him give his reason for putting it under a particular heading.[1]

8. (Concept) Quantity:--"Billy brought cookies for his birthday today. Will there be enough? Let's count the cookies. Now count the children. Are there enough? How many are left over? To whom shall we give them? How many candles shall we draw for him on the birthday cake on our blackboard? How many taps shall we give him for his birthday spanking?[2]

9. (Concept) Ordinals--"John may have the first turn to choose a song. Jane may be second, Billy will be third, and Sally will be last;" or "Fold your paper this way the first time. The second fold must go like this," or use the calendar to teach Sunday as the first day of the week; Wednesday as the middle of the week, and Thanksgiving Day as the fourth Thursday in November, etc.[2]

10. (Concept) Number Recognition:--A good tool for practice on this concept is the Magnetic Number Board which is a metal board 14" x 20" with accompanying plastic (magnetized) numbers. Children can match the correct number with the one that is in a stationary position on the face of the board. (See source list)

11. (Concept) Count To Ten (Game):--Children place colored pieces pictures of cowboys and Indians) on a card with the number spaces according to the spinner-color dial which determines placement. The first one to completely fill his card is declared the winner. (See source list)

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[1] Morton and Gray--Making Sure of Arithmetic. Book I, Silver Burdett.

[2] Arithmetic Readiness, Gary Public Schools

12. (Concept) Size and Shape:--The use of a raised wooden form-board with four inset squares, triangles, and circles, promotes the concept of "bigger than", "Smaller than", etc., as well as teaching "shapes". (See source list)

13. (Concept) Match-Mates (Number recognition):--This game consists of ten individual puzzles of plywood material with the number on one half and the correct count of objects on the second half. They are so jigsawed that only the correct halves fit together. (See source list.)

ACTIVITIES TO USE FOR MUSIC

A well-rounded music program for the Kindergarten and early school will include various types of creative activities: listening, singing, body movement, and instrument playing. There also should be time for leisurely exploration of sounds that are heard-indoors and outside--and for experimentation with many different sound producing materials. To insure continuing musical growth, such a program will take into consideration the physical, mental and psychological factors that determine children's capabilities at each developmental level. Like the growth processes of muscle, brain and bone, musical development varies in different children, and responsiveness will differ in kind and degree. Children have a capacity to use music in expressing a mood or a feeling about which they do not easily verbalize. By observing children's interests and reactions, and by encouraging their efforts, the teacher can make music even more meaningful.[1]

Singing does not comprise the whole of the music program. In addition to singing with good tone, the child needs time to dance freely to the song; to play its rhythm on drums, wood blocks, bells, rhythm sticks, etc., and to make up verses for songs, and to listen actively for a purpose.

Learning at first by imitation, he will soon make the skill or idea his own by manipulating what he hears, to fit what he wants to say musically.[2]

1. Listen for the number of taps on rhythm sticks, note struck on the piano, or foot tape on the floor and reproduce them by clapping.[3]

2. Tell which of a pair of sounds, was louder or softer; e.g., the sound of a big bell and a little bell; Those made by dropping a blackboard eraser and a block of wood; and those made by tapping on a table and on a rubber ball.[3]

3. Use instruments for interpretation:
    a. Drum might be used for slow, heavy walking, or quick-step march.
    b. Triangle might depict light tiptoe run.
    c. Bells sound like fairies dancing lightly.
    d. Sand Block may be used for train accompaniment
    e. Tone Block make good wooden soldiers.
    f. Rhythm Sticks may be mado to sound like galloping ponies or the sound of a ticking clock.[4]

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[1] Sur, et al--This Is Music Vol. , Allyn & Bacon, 1962

[2] Berg, et al--Music For Young Am., Am. Book Co., 1959

[3] Vandberg, E. "Readiness for Lang. Arts Begins In Kgn.Ele. School Journal: 53: 447-253. (1953)

[4] Pitts, et al--The Kgn. Bk. Ginn & Co., 1959

4. Keep a balloon up in the air, by lightly touching with the finger tips, to a slow waltz rhythm is good activity for the self-conscious and different child.[1]

5. The use of scarves, ribbons, artificial flowers, etc. for interpretative moods (birds, butterflies, angels, wings, etc.) also serves to help the shy child in his interpretations of musical rhythms.[1]

6. Physical action music teaches an awareness of fast and slow, long and short, heavy and light, up and down, soft, and loud; feeling--for steady prhythm, and mood--happy, sad, funny, gay, spooky, etc.[2]

7. Have a child produce a specific tone and have another respond as to whether or not it is high or low.

8. Listen for specific sounds while a record is being played, such as--giving directions to raise hands whenever an alarm clock is heard, while listening to "In a Clock Store."

9. Listen to a record of a musical selection and decide the "mood". Act out bodily the way the music 'makes you feel'.

10. During daily activities the teacher should give simple directions that she expects the children to follow. Do not repeat. If necessary to repeat because of importance, ask a good listener to do so.

11. For a group activity, make a list of sounds you hear at home and at school during the day and night. Now tell whether they are noisy, loud, shrill, soothing, pleasant, disturbing etc.[3]

12. Explore and discover:
    a. Different tones produced by different water level in glasses.
    b. Piano--big and long string==low tones; small and short string==high tones; and finding tunes.
    c. Drums--play big as well as small drum for tone; also play sides and rim as well as head.
    d. Melody instruments--find familiar tunes, and create new tunes.[2]

13. Listen to hear someone else's idea of correct pitch, desirable tone, and degree of loudness or softness.[4]

14. Discuss in class what they hear (musically) on television, the radio, record player or in church. Make an experience chart lesson.

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[1] Pitts, et al--The Kgn. Bk. Ginn & Co., 1959

[2] Guide To The Teaching Music Experience.

[3] Sur, et al--This Is Music. Vol. 1--Allyn & Bacon, 1962

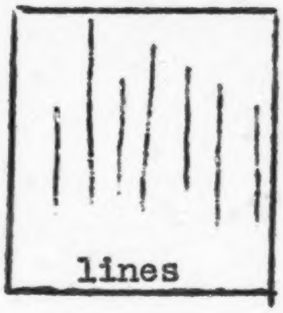
[4] Ber. et al--Music For Young American. Am Book Co. 1959

ACTIVITIES TO USE IN ART

1. Tha first stage of self-expression is the scribbling stage.

   a. Without differentiation (No Concept).
   b. Longitudinal or controlled scribbling (repeat motions--left and right, or lines up and down).
   c. Circular scribbling (child to vary his motions has self-assurance of control).
   d. Name of the scribbling--tell "stories"; it is an imaginative thing.
   e. Tangiable meaning of color.

   Materials that should be used are large black crayon, smooth paper, poster paint, finger paint, and colored crayons (4 colors). In the first stages of scribbling, no other stimualtion is necessary except the encouragement of the teachwr to go ahead with the activity. Since it is here that the great change in the child's thinking occurs, the direction of this new thing should be stimulated. All drawings should be studied by the teacher.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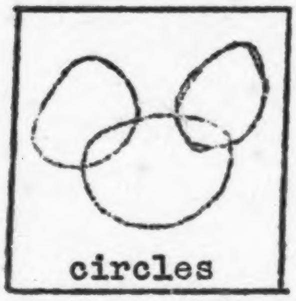
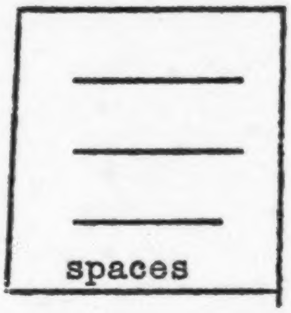
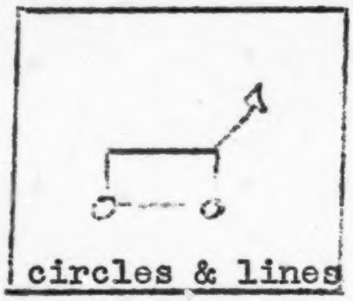

circles


spaces

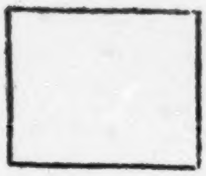

circles & lines

2. The second stage of self-expression is the first representational attempts or pre-schematic stage.

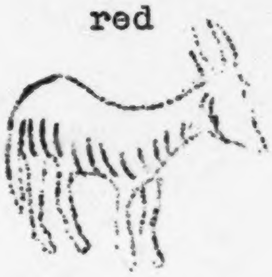
   a. General development of representative symbols
   b. Human figure
   c. Space
   d. The significance of color.

Activities for helping to teach colors may be

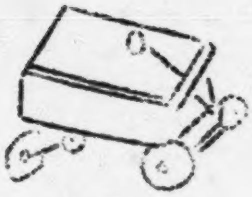
- a. Art pictures to help teach colors
- b. Teacher draws simple pictures of objects and writes the color word beside the pictures: red box, brown burro, black hen, blue wagon, green dress, etc. Have children find their "red crayon and color the box red. Notice the word under the box--that word tells you what color to make the box."
- c. Next tell the story and have them put their finger on the picture. "This is a box. I have colored it red."[1]



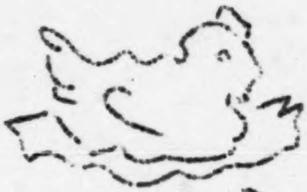
red



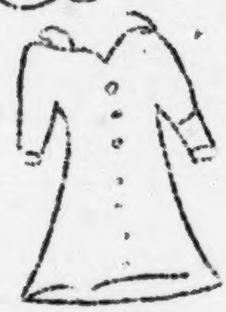
brown



blue



black



green

3. Picture-Word Cards can be a form of art when a game is constructed using the picture with the word. Later, drawing pictures and words together may be used.

4. Phonetic Activity--Show pictures and have the child call the name of the picture, and give the sound. Put pictures of the board of different sounds. Let children draw the pictures.[2]

5. Suggest a topic to a classroom situation to draw. This age level is signified by words "I" and "My":

   - a. I am My Mother (sizes)
   - b. I am My House (sizes)
   - c. I am Brushing My Teeth (teeth)
   - d. I am Blowing My Nore (nose)
   - e. I am Eating My Breakfast (mouth)

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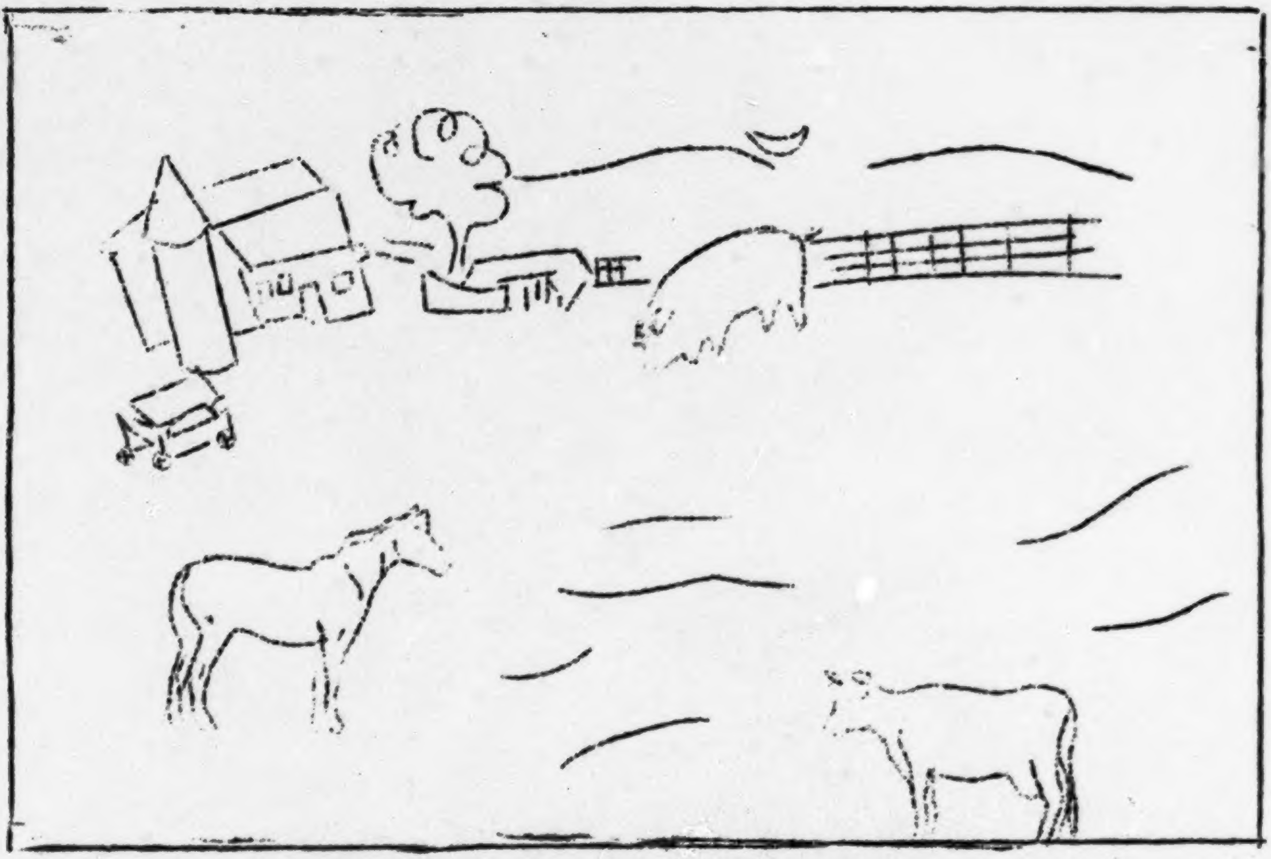
[1] Lowenfeld V. Creative and Mental Growth, Macmillan Co. N.Y.; 1957

[2] Dolch Jackson--Readiness For Reading

f. I am Searching For a Coin I Lost (hands, eyes)
g. I am Playing Ball (arms, hands)
h. I am Hurting My Knee (knee)
i. I am Playing Tag (arms, legs)
j. I am Sitting on the Swing (body)
k. I am At the Dentist. (teeth)
l. I am Listening To the Radio (ears)

6. Show simple pictures about the farm, animals, house, town, etc. Tell a story and have the children discuss. Remind them that story pictures are to be "read" from left to right and down the page. See illustration below.[2]



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[1] Lowenfeld, V.--Creative and Mental Growth.

[2] Dolch & Jackson--Readiness for Reading.

EVALUATION CHECK-LIST FOR READING READINESS

Readiness Factor	Very Good	Good	Fair	Limited	Very Limited
Physical Readiness					
Eyes					
Can he see clearly from any part of the classroom?					
Does the child seem comfortable in the use of his eyes? (does not Quint, hold materials too close or too far)					
Are the results of clinical tests or an oculists examination favorable?					
Ears					
Is it apparent through his responses to questions or directions that he is able to hear what is said to class?					
Does he respond to a low-voice test of 20 feet, and a whisper test of 15 inches?					
Do the results of his audiometer test indicate normal hearing ability?					
Speech					
Does he articulate clearly?					
Does he speak without gross errors in pronunciation?					
Does he respond to suggestions for speech improvement?					
Motor Control					
Does he have good control over large muscles?					
Does he have good motor control for turning pages of book?					
Is he able to make his hands and eyes work together in cutting, using tools, or bouncing a ball?					
General Health					
Does he give an impression of good health?					
Does he seem well nourished?					
Does the school physical examination reveal good health?					
Is he able to work or play for reasonable periods without tiring?					
Are his health habits good?					

Evaluation Check-List for Reading Readiness (cont'd) b

Readiness Factor	Very Good	Good	Fair	Limited	Very Limited
Social Readiness					
Sharing					
Does he share materials without monopolizing their use?					
Does he offer help when another child needs it?					
Does he await his turn in playing or in games?					
Does he await his turn for help from the teacher?					
Self-Reliance					
Does he work things through for himself without asking the teacher about the next step?					
Does he find something to do when he finishes an assigned task?					
Does he take care of his clothing and materials?					
Does he take good care of materials assigned to him?					
Co-operation					
Does he work well with a group, taking his share of responsibility and initiative?					
Does he cooperate in playing games with other children?					
Can he direct his attention to a specific learning situation?					
Does he listen rather than interrupt?					
Is he courteous in getting attention?					
Does he respect property of others?					
Emotional Readiness					
Adjustment to Task					
Does the child see a task (such as drawing, preparing for activity, or cleaning up) through to completion?					
Does he accept changes in school routine calmly?					
Does he appear to be happy and well-adjusted in school work, as evidenced by relaxed attitude, pride in work, and eagerness for a new task?					
Does he follow adult leadership without showing resentment?, or, does he have a good attitude toward teacher and her requirements?					

Evaluation Check-List for Reading Readiness (cont'd) c

Readiness Factor	Very Good	Good	Fair	Limited	Very Limited
Emotional Readiness (cont'd)					
Poise					
Does he have self-confidence in speech and actions?					
Does he accept a certain amount of opposition or defeat without crying or sulking?					
Does he meet strangers without displaying unusual shyness?					
Auditory Perception					
Does he hear oral directions?					
Does he recognize sound differences: high, low; loud, soft; long, short; timbre or quality?					
Does he repeat spoken words correctly?					
Can he distinguish beginning consonant sounds?					
Can he hear likenesses and differences in word endings?					
Can he hear likenesses and differences in medial parts of words?					
Can he distinguish rhyming words?					
Visual Discrimination					
Can he quickly find likenesses and differences in pictures, geometric forms, and colors?					
Can he match correctly in seatwork exercises?					
Can he copy from a sheet--triangles, rectangles, squares, 4, 3, etc. without making reversals?					
Is he able to observe likenesses and differences in word forms?					
Can he discriminate between colors, shapes, sizes?					
Can he complete patterns?					

Evaluation Check-List for Reading Readiness (cont'd) d

Readiness Factor	Very Good	Good	Fair	Limited	Very Limited
Mental Maturity					
Do the results of the child's mental test predict probable success in learning to read?					
Can he make or draw something to illustrate an idea as well as most children of his age?					
Is his memory span sufficient to allow memorization of a short poem or song?					
Can he remember the central thought of a story with the important details?					
Can he remember and follow directions?					
Can he listen or work for five minutes without restlessness?					
Does he grasp the fact that symbols may be associated with spoken language?					
Experience Readiness					
Home Background					
Is English spoken in the home?					
Do parents read to the child?					
Does he have toys, books, pets, collections?					
Has he traveled with the family?					
Other					
Does he have a reasonable background concerning pets, animals, birds, transportation, food, shelter, etc.?					
Is he reasonable familiar with children's rhymes and stories?					
Does he have appreciation for size and space?					
Language Facility					
Does he have some ability in using sentences?					
Does he take part in class discussions and conversation?					
Is he effective in expressing his needs in classroom situations?					
Are the words used in the preprimers and the primer part of his listening and speaking vocabulary?					
Does he understand the relationships inherent in such words as up and down, top and bottom, big and little?					

Evaluation Check-List for Reading Readiness (cont'd) e

Readiness Factor	Very Good	Good	Fair	Lim- ited	Very Limited
Language Facility (cont'd)					
Does he have a fairly good range of meaningful concepts--that is: vocabulary?					
Does he attempt to use "new" words?					
Does he listen to a story with evidence of enjoyment and does he recall parts of it?					
Is he able to interpret an experience through dramatic play?					
Thinking					
Does his interpretation of pictures extend beyond mere enumeration of details?					
Can he study the pictures of a story and tell the story--what it is about and how it develops?					
Does he understand characters in a story?					
Can he predict possible outcomes for a story?					
Can he tell a story without confusing the order of events?					
Can he give reasons for his opinions about his own work or the work of others?					
Does he use ideas in meeting problem situations?					
Does he have original ideas?					
Can he perceive cause and effect relationships?					
Does he have special ability?					
Orientation to Reading					
Mind-Set					
Does the child appear interested in books and reading? by asking about, bringing from home, asking for story?					
Does he ask the meaning of words or signs?					
Is he interested in the shape of unusual words?					
Letter Knowledge					
Can he match letters?					
Can he identify letters names?					
Can he give letter names?					
Can he give letter sounds?					
Can he match capitals and lower case letters?					

Evaluation Check-List for Reading Readiness (cont'd) f

Readiness Factor	Very Good	Good	Fair	Limited	Very Limited
Orientation to Reading (cont'd)					
Word Knowledge					
Can he detect likenesses and differences in sounds and appearances of words?					
Can he read name labels?					
Handling Books					
Does he turn pages properly--by taking hold of upper right hand corner of page?					
Does he have clean hands before handling books?					
= Does he hold book properly--with hands at bottom or sides of pages?					
Does he carry books closed?					
Initial Habits					
Has the child established the habit of looking at a succession of items from left to right?					
Has he established the habit of going from top to botton of page?					
Has he established the habit of going from left page to right page?					
Has he established the habit of going from end of one sentence to beginning of next sentence?					
Can he match material on the board with like material in his book?					
Classroom Habits					
Is he developing independence in his work habits?					
Is he neat and orderly in his work?					
Can he write his name in the proper place on a work paper?					
Is he regular in attendance?					

Johnson, Eleanor M. Reading Skilltext--Readiness for Reading--We Can Read. Merrill, 1961.
Russell, David H. et al. Check List for Reading Readiness. Ginn, 1961.
Sheldon, William D. et al. Teachers' Manual for Picture Stories. Allyn and Bacon, 1957

(COMMERCIAL AIDS)
SOURCES FOR IDEAS OR ACTIVITIES

VISUAL DISCRIMINATION:

BECKLEY-CARDY CO., CHICAGO, ILLINOIS

#33G611	"Match Me"	$1.50
#34G111	"Picture Readiness Lotto"	$1.25
#23G111	"Picture Color Matching Posters"	$1.50
#26F 42	"Reading Readiness Pic. Cards #1"	$1.00
#34G521	"Play Store Picture Cards"	$1.00

NUMBER AWARENESS:

MILTON-BRADELEY CO., SPRINGFIELD, MASSACHUSETTS

#9374	Day By Day Calendar	$2.00
#9515	Count To Ten	$2.00

CREATIVE PLAYTHINGS., CRANBURY, NEW JERSEY

#RN100	Wooden Form Board	$3.50
#RN125	Match-Mates	$1.95
#RA779	Magnetic Number Board	$3.00

MUSIC:

R. C. A. VICTOR

#LM1879	("In A Clock Store") included in a series - The Family All Together (Red Seal Record)	$3.95

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EVALUATION CHECK-SHEET FOR READING READINESS

Pupil's Name ______________________________
(Last name first)
Date of entry ______________ Age at entry __________

Section ______________ Teacher's Name ______________________

School ______________________ Date Completed ____________

READINESS FACTOR	VERY GOOD	GOOD	FAIR	LIMITED	VERY LIMITED
Physical Readiness					
Eyes					
Ears					
Speech					
Motor Control					
General Health					
Social Readiness					
Sharing					
Self-Reliance					
Co-operation					
Emotional Readiness					
Adjustment to Task					
Poise					
Auditory Discrimination					
Visual Discrimination					
Mental Maturity					
Experience Readiness					
Home Background					
Other					
Language Facility					
Thinking					
Orientation to Reading					
Mind-Set					
Letter Knowledge					
Word Knowledge					
Handling Books					
Initial Habits					
Classroom Habits					

Notes: